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The Latin America Project (1966-69) consisted of two phases: (1) completion of background studies and (2) preparation, field testing, and evaluation of instructional materials. Five background bulletins were prepared and distributed (See ED 012 832, ED 012 833, ED 012 365, ED 013 342, ED 022 781) and instructional materials organized around concepts in the background bulletin, "Key Ideas about Latin America," were developed. Five of 8 units prepared--"Birthday in Venezuela," a slide show for primary grades; "Latin America: Its Land, Story and Peoples," middle grades; "Latin America: A Cultural Region of the World," grades 8-10; "Establishment of the American Colonies: A Comparison of Spanish and English America," senior high American history; and "Contemporary Inter-American Relations," senior high American history--were tested in classrooms, and teacher and pupil evaluations yielded generally favorable responses. A major recommendation was that a future similar project might be undertaken as a joint venture of a university and a publisher. (LH)

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FINAL REPORT

Contract No. OEC-4-6-061183-1216

DEVELOPMENT OF GUIDELINES AND RESOURCE MATERIALS ON LATIN AMERICA FOR USE IN GRADES I - XII

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August 1, 1969

The research reported herein was performed pursuant to a contract with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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Numerous graduate assistants participated in research and writing of materials. Stiles Seay, Gloria Ann Steed, and Maureen O'Leary were major contributors to one or more of the Project's publications. Other graduate students who made contributions were Marian Buchanan, Duane Christian, Gretchen Dunn, Lucía Elias-Olivares, John Garner, Allison Hall, James Parker, and Zinna Vance.

Several public school teachers also participated in the preparation of lessons and units. Chief among these was Catherine Cornbleth, who was the principal author of several publications. Others who contributed were Madeline Beall, Wilma Dolezal, Betty Franks, Julia Mellenbruch, and Jane Michael.

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CLARK C. GILL and WILLIAM B. CONROY
Directors

CHAPTER I
INTRODUCTORY SECTION

A. Summary

The purposes of this Project were to develop guidelines and sample instructional materials for improving treatment of Latin America in the social studies curriculum, grades 1 - 12. The need for such a project was based on the assumptions that: (1) Latin America merits special consideration in the social studies curriculum because of its close economic, political, strategic and other ties with the United States, and (2) existing social studies programs fail to develop adequate student understanding of this critical area.

Conduct of the Latin America Project (1966-1969) consisted of two phases: (1) completion of background studies and (2) preparation, field tryouts and evaluation of instructional materials. Background materials prepared in phase one included the following:

1. Teaching about Latin America in the Elementary School: An Annotated Guide to Instructional Resources, Bulletin No. 1, 1967, 40 pp.

2. Teaching about Latin America in the Secondary School: An Annotated Guide to Instructional Resources, Bulletin No. 2, 1967, 71 pp.

3. The Social Scientists Look at Latin America: Six Position Papers, Bulletin No. 3, 1967, 174 pp.

4. Key Ideas about Latin America, Bulletin No. 4, 1967, 33 pp.

5. The Treatment of Latin America in Social Studies Instructional Materials, Bulletin No. 5, 1968, 41 pp.

The key ideas about Latin America identified in Bulletin No. 4 were drawn from the six position papers in Bulletin No. 3 and other scholarly sources. These key ideas were developed to serve as guidelines for inserting content about Latin America in the social studies curriculum. As guidelines, they can fit any pattern of course offerings and can be developed progressively and cumulatively from grades one through twelve. All five background bulletins have been made available by ERIC and have met with favorable reception.

In phase two, the Latin America Project staff prepared sample instructional materials organized around the key ideas identified in Bulletin No. 4. These materials, most of which were field tested and evaluated by teachers and pupils, included the following:

1. Birthday in Venezuela. A slide lesson for the primary grades.
2. A Visit to the Market in Latin America. A slide lesson for the primary grades.
3. Contrasting Ways of Life in Latin America. Sample lessons for the intermediate grades.
4. Latin America: Its Land, Story and Peoples. A unit for the middle grades.
5. Latin America: A Cultural Region of the World. A unit for grades 8 - 10.
6. Establishment of the American Colonies: A Comparison of Spanish and English America. A unit for senior high American history.
7. Contemporary Inter-American Relations. A unit for senior high American history.
8. One semester senior elective course on Contemporary Latin America. Seven Units.

Teacher and pupil evaluations completed after classroom tryouts of these materials yielded generally favorable responses as to their usefulness and also valuable suggestions for their improvement.

A major recommendation made in light of the experiences of this Project is that a future project of this sort might best be undertaken as a joint venture of a university and a publisher. Although a university can furnish academic talent and library resources, it is significantly less well-equipped than a publisher to provide the technical skills and facilities necessary for the preparation and dissemination of finished instructional materials.

Other important Project recommendations include the following: more content on Latin America needs to be included in the curriculum, especially at the elementary level; content needs to be "people centered" and to focus on contemporary life, including ideas from all the social science disciplines as well as other areas; ways and means of implementing key ideas about Latin America in programs for disadvantaged Spanish-speaking pupils should be explored; in-service and pre-service teacher education on Latin America is needed to complement the development of new materials; and state textbook adoption policies should be revised to permit introduction of units and courses requiring multiple materials.

B. Background for the Study

Rationale

The aim of the Latin American Curriculum Project was to develop guidelines and instructional materials for improving teaching about Latin America in the social studies curriculum, grades 1 - 12. The need for such a project rested on two fundamental assumptions: (1) that Latin America merits special attention in our national policy; and (2) that present instructional programs have not resulted in a critical understanding of that area. The first assumption rests on the close cultural, geographical, political, economic, and strategic relations of Latin America with the United States. Regarding this first assumption, there is little need for extensive documentation. Pronouncements of government leaders from President F. D. Roosevelt to President Nixon have underscored our concern with Latin America. Recent ominous events like the Cuban missile crisis, which projected Latin America into the arena of world conflict, have caused many to agree with former President Kennedy when he described Latin America as the "most critical area of the world."[1]

The second assumption, that there is something remiss about our instructional program on Latin America, has not escaped the attention of prominent leaders. For example, Adlai Stevenson after an extended tour of Latin America remarked: "A great deal of what North Americans know about Central and South America isn't so. And a very great deal of what they don't know about Central and South America is both important and fascinating."[2] Past Vice-President Humphrey has also pinpointed a serious deficiency of our instructional program:" . . . most adults in this country were educated in schools where the overwhelming majority of textbooks and reference books either ignored Latin America or reflected a condescending attitude toward Latin Americans. Written chiefly by authors sympathetic to a north-European cultural inheritance,

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[1]Hubert Humphrey. "United States Policy in Latin America." Foreign Affairs, LXII, July, 1964, p. 601.

[2]Quoted in William Benton. The Voice of Latin America. Harper and Row, 1965, p. vii.

. . . these books have been all too important an influence in shaping the attitude of a generation of Americans."[3]

Previous Studies

Social studies teachers with special interests in Latin America and social scientists at the college level have been aware of the deficiencies of instruction about Latin America and of the distortions of Latin America in textbooks. As early as 1930, Bessie L. Pierce reported that there were prejudices, inaccuracies, contradictory statements, and too little space devoted to Latin America in the textbooks being used.[4] In 1944, the American Council on Education's Committee on the Study of Teaching Materials on Inter-American Subjects found that textbook writers and producers had begun increasing their content coverage of Latin America. Following is a summary of the Committee's conclusions:[5]

1. More good material is available than ever before and there is no evidence of conscious antagonism toward Latin America; the errors and inadequacies seem not to be malicious.

2. Insufficient visual material and too few supplementary written materials prevent adequate understanding for pupils.

3. The lack of mention of Latin American contributions toward social improvements or technical advances needs to be corrected.

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[3]Op. cit., p. 601.

[4]Bessie L. Pierce. Civic Attitudes in American School Textbooks. University of Chicago Press, 1930, pp. 69-76, 163, 183.

[5]Latin America in School and College Teaching Materials. American Council on Education, 1944. Summarized from Chapter 3, pp. 27-37.

4. There are unnecessary inaccuracies of detail which should disappear as Latin American studies increase and writers become more articulate regarding that area of the world.

5. Widespread perpetuation of the "Black Legend" begun in Elizabethan England leads to an unnecessarily harsh judgment by pupils of the Spanish and Portuguese colonial policies; this also contributes to impressions of condescension in textbooks.

6. Racial and cultural prejudices regarding Indians, Negroes, mestizos, and Creoles are furthered by statements and implications regarding Latin American progress, institutions, life styles, etc. Judgments too often are based on our own cultural frames of reference. Also, picturesque, quaint, and colorful elements are overemphasized.

7. Material on inter-American relations stresses points of conflict and dispute rather than cooperative or parallel action between the American nations.

8. Political and military aspects of inter-American affairs appear at the expense of social, cultural, and economic themes.

9. The fusion of cultures within the Americas (especially the Southwestern United States) is overlooked.

10. Pictures, illustrations, and other visuals too often portray misleading or oversimplified or overly-picturesque events or people.

11. The committee found many shortcomings, but concluded that great improvement had occurred since Pierce's report in 1930.

A more recent study (1965) by Vito Perrone on the materials being used for teaching about Latin America points up the necessity of increased knowledge and understanding of Latin American affairs.[6] Perrone's study was based primarily on analysis of textbooks and on a "Test of Understanding" given to junior high and senior high pupils in the Midwest and to two groups of students in San Antonio, Texas, in order to evaluate the effects of proximity to the Mexican border. An analysis of the content of 153 textbooks was made concerning the nature, accuracy and balance of the presentations devoted to Latin America.[7] The "Test" was of the short-answer variety consisting of 68 items. Perrone's study was begun with three hypotheses:

1. North American textbooks inadequately equip students for an understanding of Latin America.

2. North American students inadequately understand Latin America.

3. North American textbooks do not greatly influence students in their attitudes and understanding of Latin America.[8]

Results of Perrone's study based on analysis of the relation between textbook material and "test" scores are summarized below.

1. The "Black Legend" remains intact.

2. Students lack understanding of how Latin Americans view North Americans.

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[6]Vito Perrone. Image of Latin America: A Study of American School Textbooks and School Children, Grades Two Through Twelve. Cooperative Research Project, Number 5-070. Northern Michigan University, 1965.

[7]Perrone, op. cit., p. 18.

[8]Perrone, op. cit., p. 16.

3. Students do possess knowledge. In fact, scores compare favorably with student knowledge of United States history and culture.

4. Place locations are known much better than social and institutional aspects, or than personalities.

5. Higher mean scores were made by junior high pupils, near the time of greatest emphasis on Latin America in classes and textbooks.

6. The assumptions that metropolitan border, and high school students would outscore their less urban, more isolated, junior high counterparts proved negative.

7. The major hypothesis that attitudes and understandings of Latin America were little affected by textbooks proved strongly negative (however, not necessarily in relation to the space allotted in textbooks).

8. The Mexican border students scored significantly higher on items relating to Mexico than did students in other locales.

9. There seems to be little understanding of racial composition or relations in Latin America, with the non-urban and non-Texas students scoring higher in this category.

10. The amount of familiarity that students show regarding Latin America is encouraging.

Perrone's study indicates that most of the textbook inadequacies identified by the American Council on Education in 1944 still hinder effective learning about Latin America. Both studies recognize that textbooks are the most important materials utilized by teachers for instruction about Latin America.

Background Studies of the Project

The staff of the Latin American Curriculum Project began its work in June 1966. Before embarking on the production of new materials, several background studies were necessary to ascertain the status of present teaching materials on Latin America and to compile the views of scholars as to what is most important to know about that region. Five publications resulted from these background studies. They are listed below, along with information on how to order them since the Project does not distribute materials directly. Each will be described in this section.

1. Teaching about Latin America in the Elementary School: An Annotated Guide to Instructional Resources, Bulletin No. 1, 1967, 40 pp.

2. Teaching about Latin America in the Secondary School: An Annotated Guide to Instructional Resources, Bulletin No. 2, 1967, 71 pp.

3. The Social Scientists Look at Latin America: Six Position Papers, Bulletin No. 3, 1967, 174 pp.

4. Key Ideas About Latin America, Bulletin No. 4, 1967, 33 pp.

5. The Treatment of Latin America in Social Studies Instructional Materials, Bulletin No. 5, 1968, 41 pp.

These five bulletins may be ordered from the ERIC Document Reproduction Service, the National Cash Register Company, Box 2206, Rockville, Maryland 20852. The ED number and price are:

		Microfiche	Hard Copy
Bulletin #1:	ED-012-832	$0.25	$1.84
Bulletin #2:	ED-012-833	$0.50	$3.08
Bulletin #3:	ED-012-365	$0.75	$7.40
Bulletin #4:	ED-012-342	$0.25	$1.60
Bulletin #5:	ED-022-781	$0.25	$1.92

The first two bulletins represent a selected, annotated bibliography of current teaching materials (textbooks, supplementary books, pamphlets, sources of films and filmstrips, and sources of free and inexpensive materials) on Latin America for both elementary and secondary levels. Neither is exhaustive, and both are already out of date, since they were the first efforts of the Project.

For the third bulletin -- the Six Position Papers -- the Project directors called upon six Latin American specialists at The University of Texas at Austin, each representing a different social science discipline, to write position papers. The papers would be the basis for identifying a major conceptual framework from which objectives could be derived. Each specialist was to focus on the key ideas, understandings and major generalizations of his own field; supportive details and examples were to be minimized. Each paper was to include what a high school graduate, or a reasonably literate adult, ought to know about Latin America from the specialist's standpoint. Each of the writers prepared an outline of his paper. These outlines were circulated among the six specialists in order to insure coverage and minimize duplication. Otherwise, there were no formal exchanges of ideas, and the specialists worked independently.

The first of the papers, "The Geography of Latin America," written by Donald D. Brand, focuses on a regional treatment. More attention is given to physical and economic geography than to other geographical topics which are covered in the other position papers. In discussing physical geography, Brand emphasizes the effect of mountainous terrain upon such factors as climate, soil, flora, fauna, and natural resources. He points out that because so much of the region is mountainous, arid, or covered by dense rain forests with leached soils, Latin America suffers from a lack of arable land. In discussing the use of resources, Brand highlights "the basically agricultural nature of Latin America" (page 28), despite the fact that

"manufacturing is now the chief sector contributing to the GNP in Latin America as a whole" (page 25). He indicates that a disproportionate amount of the manpower is involved in rather low yield agriculture, and that greater transportation development will of necessity precede marked improvement in agricultural or natural resource productivity.

Warren K. Dean in his paper on history contends (as have his specialist colleagues) that it "is an arduous task to try to express in a few brief pages the major issues of Latin American history" (page 47). He believes that the diversity of the history and development of the Latin American countries requires that the teacher discuss individual countries -- not just the area as a whole. He also makes the point that familiar and colorful episodes are perhaps less significant than are the relations between Latin American nations and the United States or other countries, especially during the nation-building era and in the contemporary period since 1914. It is significant that more of his paper focuses on contemporary developments rather than either the colonial or nation-building periods. Such expansion of more recent history is in contrast to the attention commonly given in textbooks.

Calvin P. Blair, a specialist in resources and international business, treats Latin America's economic problems. He emphasizes that Latin American countries are different, but possess enough similarities to display unity. He sees that Latin America "offers us, as it were, twenty variations on a theme; how to create and use resources in such a manner as to raise per capita incomes and to improve the welfare of a large population which is growing faster than that of any other area of the world" (page 80). Blair stresses a number of concepts vital to the understanding of Latin America, among them: Latin America's relative underdevelopment, its rapid growth in population (an especially high number of dependent ages,) the need for greater agricultural efficiency and for comprehensive agrarian reform going beyond land redistribution, the need for government action to solve economic problems such as chronic inflation, inefficient or unfair tax systems, and unfavorable trade balances. Blair expands this last item

into a major section in which he discusses international trade, foreign aid and investment, and regional agreements within Latin America. In this section he delineates the trade and investment involvements with the United States and comments on the development of the regional agreements toward a Latin American common market.

Richard N. Adams, Professor of Anthropology and Latin American Studies, describes "The Culture and Society of Latin America." He begins by indicating the diversity of cultures that have come together in Latin America: not only were the Europeans from several cultures, but the Indians were representative of both sophisticated complex societies and hunting and gathering bands. In addition, Africans and Orientals who were brought in as laborers have contributed to the cultural diversity. Adams' examination of contemporary cultures and social systems includes: formalism and fatalism; the socio-economic variants such as the peasant and laborers, the urban poor, the middle income group, and the cosmopolitan urbanites; the institutional networks of the Catholic Church, the powerful military, and the appearance of politically oriented interest groups seeking improvement for their members. Adams concludes with a survey of the modern problems confronting Latin American society and culture.

Harley L. Browning, a sociologist and demographer, writes on "The Importance of Population Factors in the Current Development of Latin America." He points out that Latin America's present population growth rate "is sufficient to double the population within 26 years, something less than a generation" (page 135). Browning indicates the uses and advantages of population data in examining current Latin America by taking up a number of basic demographic characteristics and interpreting their importance in Latin America. Sharp declines in mortality, increasingly higher birth rates, migrations, and the relation of population to economic developments are some of the characteristics interpreted. Browning closes with the advice that most Latin American countries should attempt to raise productivity concurrently with sharp limitation on population growth: "It is false counsel to assume that only one of these two alternatives is open" (page 158).

Karl M. Schmitt in his paper on Latin American government and politics emphasizes various teaching approaches rather than key content ideas. His rationale is that existing references contain adequate content material which may not sufficiently suggest basic themes or priorities of what should be taught. Schmitt believes that the comparative approach is useful, but that skill is required of the teacher in dealing with students who will have to know something of United States government before they can compare our system to those in Latin America. Some of Schmitt's suggestions are that: countries be selected for depth study representing different sizes and degrees of importance, and different political and economic categories; teachers be well-grounded in the historical context of Latin America; teachers focus upon values and attitudes of the citizens as basic determinants of the political system rather than constitutional ideas. Still other suggestions are: that classes consider the lack of involvement of the majority of Latin Americans in political organizations and the place of violence and revolution as a process; that instructors examine "corruption" as an elemental and perhaps understandable evil in Latin American government; that classes study government attitudes toward social unrest, industrialization, agriculture, military and police organization, and foreign policies. Schmitt's paper concludes with a suggestion that cold war politics and interests of Europe and Asia in Latin America should be considered with some attention to the U.N., O.A.S., and other international organizations.

A rather detailed description has been given of the Six Position Papers, compared to briefer treatments of the other bulletins, because these papers served as guides for the writing tasks of staff members when the teaching materials production stage of the project was reached. Each member read the position papers, and many of the ideas presented by the social scientists were incorporated and elaborated in the teaching units.

The fourth bulletin, titled "Key Ideas About Latin America," was written primarily by Catherine Cornbleth, a social studies teacher at McCallum High School in

Austin. Mrs. Cornbleth's attendance at an NDEA Institute in Latin American History in 1967 enhanced her value as a staff writer for the project. The purpose of this fourth bulletin was to provide key content ideas for curriculum development by the classroom teacher. These key ideas are extracted primarily from the position papers described earlier, from content of the NDEA Institute in Latin American History (University of Texas, Summer 1967), and other authoritative sources. "Although these ideas may represent a starting point for curriculum building for the teacher, they may be considered the end results of the learning activities of the pupil if teaching strategies are organized around the inductive approach, starting with facts and then moving toward conceptualizing and generalizing." (Foreword, Bulletin No. 4, pp. i and ii.)

The bulletin is in outline form with the following major headings:

I. The Physical Environment
II. Historical Backgrounds
III. Contemporary Society and the Family
IV. Contemporary Culture
V. Contemporary Economies
VI. Contemporary Politics, Government and International Relations

It should be noted that the time element is balanced toward the current, and that historical and geographical background are presented to aid in understanding today's Latin America. The following excerpt illustrates the form and style of the bulletin: (Page 17-18, parts E and F, Key Ideas About Latin America).

E. Various socio-economic groups may be more specifically identified as peasants and rural laborers, urban working class, urban unemployed, urban middle class, landed upper class, and business oriented, urban upper class.

1. Peasants and rural laborers are illiterate, poor (usually living at a subsistence level), and their outlook is provincial.

2. The urban poor, the workingmen and the unemployed, inhabit the slums and shack towns surrounding major cities. More aware of how others live than the rural poor, these people are restless and potential supporters of extremist leaders.

3. The urban middle class includes growing numbers of white collar workers, government employees, military officers, political leaders, small businessmen, and professional people. This group is materially comfortable, literate, and politically active.

4. Wealth and "family" characterize the traditional landowning upper class while business and industry have produced a more cosmopolitan, wealthy group with different interests and few if any ties with the Church.

F. The extended family, including several generations and extensive lateral relationships, is of considerable importance in all sectors of Latin American society.

1. The family cannot be considered apart from friends and associates, and confianza (confidence) and compadre (godfather) relationships frequently extend across classes. Thus the family is not an independent unit, but part of a web of extended family and friendship relations.

a. For the upper class these relationships are basic to prestige and power while in the lower groups they may be essential to survival.

b. The middle class, especially in the cities, tends to have smaller family groups and fewer children.

2. While there are strong ties of loyalty and responsibility among brothers and sisters, the position of the husband and father today depends to a large extent on his ability to support the family economically. Where he is unable to provide for the family, the mother is dominant.

   a. Men and boys have considerable freedom outside the home in clubs and informal social groups.

   b. Girls may still be carefully chaperoned, and married women do not usually work outside the home.

   c. Urban middle class women are finding more opportunity for social activity and work outside the home and church. They are slowly being accepted in business and politics, and as teachers, nurses, doctors, and lawyers.

The fifth bulletin, published in 1968, was titled "The Treatment of Latin America in Social Studies Instructional Materials." Based on two master's degree reports, this bulletin aided in assessing textbook information on Latin America.[10]

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[10]John Michael Garner, "The Treatment of Latin America in Selected Secondary Studies Textbooks," The University of Texas at Austin, 1967.

Maureen Agnes O'Leary, "The Treatment of Latin America in Intermediate Grade Textbooks, The University of Texas at Austin, 1967.

These two reports update and add to the findings of the American Council on Education and Perrone's study referred to previously. Some of the specific criticisms of textbooks and instructional materials in this bulletin are:

At the elementary school level:

1. Textbooks at the intermediate level tend to emphasize geography more than any other area of the social sciences and the geographical emphasis is more physical and economic than cultural.

2. The treatment of Latin America is often too general and superficial with little in-depth analysis.

3. Countries selected for special emphasis tend to be only the more populous and advanced countries (Mexico, Brazil, Argentina) which may not be representative of Latin America as a whole.

4. Textbook learning-exercises tend to stress recall of factual data rather than the development of larger ideas.

At the secondary school level:

5. World geography and world history textbooks also treat Latin America superficially, partly due to the obligation of the author to cover all the major cultural regions in one volume.

6. The treatment of Latin America in high school American history textbooks largely emphasizes issues of conflict between the United States and Latin America, with far less attention to cooperative efforts.

7. Large episodes in Latin American history receive comparatively little attention: the later colonial period, the 19th century, and post World War I.

With background work completed, the next task of the Latin American Curriculum Project was to develop sample materials to show how deficiencies in the existing textbook treatment of Latin America might be overcome. These materials, their classroom trials and evaluations are treated in other parts of the final report.

C. Methods

Staffing the Project

After the background work of the Latin American Curriculum Project was completed, the directors turned their attention to staffing. They soon realized, as have other project directors (e.g., See the Final Report of Carnegie--Mellon's A High School Social Studies Curriculum for Able Students directed by Edwin Fenton, et al), that too few capable writers of curriculum materials were available. Teaching skills and curriculum-guide writing skills do not necessarily go hand-in-hand. Elementary and high-school teachers typically have little experience in writing. College level teachers frequently are not attuned to the needs or abilities of pre-college students. Neither group can devote full-time efforts to a curriculum project. As a result, there was considerable turn-over of staff with most members working part time as graduate research assistants and consulting teachers. Even the directors typically devoted only one-third time to the Project. Including the social scientists who wrote position papers, the directors and the writers of the background bulletins, there were thirty-two different persons who worked as staff members over a three-year period. This total does not include the secretarial help, or the teachers who used the units in their classes. However, no more than eight of the staff were ever working at the same time and usually no more than four or five concurrently.

The most critical personnel need, as indicated above, was for writers of curriculum materials. As a staff writer was hired, one or both of the directors gave him an orientation, a specific job description and asked him to examine the Project's bulletins in order to prepare for the writing task ahead. By gradually acquiring a small library of Latin American materials in the Project's office space, it was generally convenient for the staff to work in the central location near the directors with whom they could consult. Other resource materials were readily available in The University of Texas library with its extensive Latin American Collection.

Scope

In order to minimize the problems resulting from a small, untrained staff, the directors attempted to limit the scope of the project within realistic range. The initial plans provided for: (1) identification of basic ideas of the social science disciplines applicable to school studies of Latin America; (2) inventory of teaching materials and assessment of their suitability for developing the basic ideas; (3) preparation of an annotated bibliography of instructional resources; (4) preparation of guidelines by Project directors to indicate scope and sequence of teaching guides to be developed; (5) writing of teaching guides at various grade levels on selected topics not adequately treated in the current social studies curriculum materials; (6) conducting of a three-week summer workshop for classroom teachers who would try out the Project materials in the following school year; (7) trial of the guides in classrooms under supervision of the Project directors; (8) evaluation of the guides; (9) revision of the guides on the basis of the evaluation.

As could be expected, the initial plans and timetable were not left intact due to limitations of time, resources, and trained personnel. Also, it was difficult to foresee the problems that would arise in the evolution of the Project. No attempt was made by the Project to revise the total social studies curriculum--instead, materials were developed to enhance the existing curriculum and to suggest to the teacher a variety of approaches to improve his teaching about Latin America. The teaching guides previously envisioned were enlarged into actual teaching units, since it was felt that the units would be of more benefit to the teacher. The workshop plans were discarded due to lack of funds and the fact that the teaching materials were not finished prior to the beginning of the school year. Plans for trial, evaluation, and revision of the guides were altered, and these changes will be explained later in this chapter.

To provide an over-all picture of the units and lessons, a sequential listing follows. This listing includes the approximate time envisioned for each unit or lesson and cites the authors who were chiefly responsible for its organization and content. Samples and excerpts of the units are given later.

1. Primary Grades:

BIRTHDAY IN VENEZUELA (one or two-day lesson) Allison Hall and Wilma Dolezal

A VISIT TO THE MARKET IN LATIN AMERICA (one or two-day lesson) Gloria Ann Steed and Zinna Vance.

2. Intermediate Grades (4, 5, 6):

CONTRASTING WAYS OF LIFE IN LATIN AMERICA--Sample Lessons for the Intermediate Grades (two weeks) Gloria Ann Steed and Zinna Vance.

3. Middle Grades (5, 6, 7):

LATIN AMERICA: ITS LAND, STORY AND PEOPLES (eight to twelve weeks) Stiles Seay, assisted by Jane Michael and Madeline Beall.

4. Grades 8, 9, 10:

LATIN AMERICA: A CULTURAL REGION OF THE WORLD (four to five weeks) Stiles Seay.

5. Senior High United States History:

ESTABLISHMENT OF THE AMERICAN COLONIES: A COMPARISON OF SPANISH AND ENGLISH AMERICA (two weeks) Catherine Cornbleth.

CONTEMPORARY INTER-AMERICAN RELATIONS (two weeks) Catherine Cornbleth.

6. Senior High Elective:

CONTEMPORARY LATIN AMERICA (one semester) seven units:

a. Geographic Setting and Historical Background
b. Contemporary Society and Selected Institutions: The Family, Religion, and Education
c. Contemporary Latin American Government and Politics
d. Economic Development

e. Contemporary Inter-American Relations
f. Selected Contemporary Problems of Latin America: Population and Urbanization, Land Reform
g. Latin American Creative Expressions

Authors contributing to the senior elective course: Catherine Cornbleth, Julia Mellenbruch, Betty Franks, Allison Hall, Gretchen Dunn, and Gloria Ann Steed.

The lessons and units were not produced in the order listed. The secondary materials were developed first, since they required more extensive preparation. Also, they were needed earlier by the participating schools so that the units could be fitted into the curriculum. Summaries and excerpts from some of the lessons and units follow.

Summaries and Excerpts

The primary level lesson, "Birthday in Venezuela," is built around color slides made by Allison Hall of a birthday party for her own child. (Mrs. Hall returned from a Peace Corps assignment in Venezuela in 1968). The objective of the lesson is to promote the beginning of cultural understanding of Latin America from this specific event in a Venezuelan setting. By using inductive learning techniques, the teacher can lead pupils to compare elements of their own culture with those which can be observed and inferred from the color slides. Children seem less inclined to stereotype than older persons, and this lesson affords many opportunities for American children to identify with the Latin Americans they will see and hear about.

The lesson contains an introduction in which the teacher is given background information about environment, housing, ways of life, and the piñata celebration. There is a transparency master map for locating the town on an island off the coast of Venezuela in which the birthday celebration took place. Each slide that is shown is titled in the lesson guide, and paralleling the titles are suggested comments and questions to stimulate observations and comparisons, as shown in the following example.

Slide No. 9
Child being blindfolded for piñata game

Slide No. 10
Blindfolded boy being twirled to confuse him

Slide No. 11
Blindfolded boy trying to strike piñata

Slide No. 12
Piñata scramble

Have any of the pupils ever played the piñata game at any of their birthday parties? If so, have them relate how the game is played. If not, the teacher can discuss the origin of the custom, how the piñata is made, where and when it is celebrated, etc. (See Introduction.) Why is the child being blindfolded? Note similarities to the American custom of playing "Pin the Tail on the Donkey" at children's birthday parties. Why would the pupils enjoy sharing what they do at their parties with Venezuelan children? What things can we learn from each other? Could a piñata be adapted to an American party? What shapes would be popular here and what gifts might be put inside? Compare to Venezuelan customs. Pupils should realize that Venezuelan children are very much like us when it comes to enjoying a celebration.

Spanish words are phonetically rendered so that the teacher can introduce a few simple terms. Some review questions and follow-up ideas are given, and there are suggestions for related activities outside the social studies area.

Another primary level lesson patterned after the "Birthday" lesson just described is based on a color slide presentation of market scenes from five different countries. Prior to viewing the slides, it is suggested that the teacher discuss with the class the function of markets, their variety, location, products, and social utility. Comparisons with American stores or supermarkets are invited. Pupils can be led to pick out clues to environment and culture that appear in the foods, dress, and market products of the different areas.

A series of lessons, "Contrasting Ways of Life in Latin America," was developed for the intermediate grades. The series consists of four parts: A Family in the Amazonian Jungle,

A Family of Rural Guatemala, Life in Panama City and in the Rural Countryside, and City Life in Chile. Any one of the lessons can be used individually. The series is designed to show students that Latin America has a wide range of life styles, some quite different from and some similar to their own.

In contrast to the short-term elementary lessons, the materials for the middle and upper grades were arranged into longer units. Although the format of each of the units varied somewhat, each had similar elements. Generally, the units were organized in such a way that the booklets contain Key Ideas or Content in outline form on the lefthand pages while related Suggested Activities and explanatory materials appear on the righthand pages. The Appendix of the units contains teaching aids such as transparency masters, graphs, and maps; reading selections for the students (occasionally printed in a separate booklet), and a bibliography of sources for the teacher and pupil.

"Latin America: Its Land, Story and Peoples" was designed for use in the middle grades (5, 6, 7). Key geographical and historical ideas about Latin America, particularly Mexico and Peru, are included. Approximately one-half the content is devoted to Latin American culture, again with most emphasis given to the life and people of Peru and Mexico. The activities of this unit include considerable use of reflective thinking and inquiry techniques. This unit, like several others, has a separate booklet for student readings. The following is an excerpt from one of the readings:

Reading #14
Selections from The Children of Sánchez[1]
by Oscar Lewis

Jesús Sánchez was born in 1910 in a small, poor village in the state of Veracruz, Mexico. His mother and father died when he was young.

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[1]Oscar Lewis, The Children of Sánchez, Autobiography of a Mexican Family (New York: Vintage Books, 1961), pp. xi-xxxi.

> At age twelve, Jesús moved to Mexico City. He found work, later established a home and had four children. Jesús lived with his children, whose mother had died, in the Casa Grande vecindad, a large one-story slum tenement, in the heart of Mexico City . . . .

In 1956, Jesús and his children told their stories to Oscar Lewis, who is an anthropologist. The narrators of the following passages are Jesús, age forty-six, who worked for a small restaurant as a food buyer; and Manuel, Jesús' son, age twenty-eight, who was not employed steadily.

Jesús Sánchez:

> "The biggest mistake we Mexicans make is to marry so young, without money, without savings and even before we have a steady job. We marry and have a houseful of children before we know it, and then we're stuck and can't possibly get ahead. To tell the truth, we Mexicans lack preparation for life" (p. 493).

Manuel Sánchez: (talking about his experiences as a bracero in California)

> "I really felt like somebody in California! Everybody treated me well, both in the hospital (Manuel had an appendectomy paid for by the agency for which he was working as a bracero) and on the job. I liked the life there, even though I found its form too abstract, too mechanical, in the sense that the people were like precision machines. They have a day, an hour, a fixed schedule set up for everything. It must be a good method because they have lots of comforts. But the government charges them a tax for food, for shoes, for absolutely everything. If our government tried that tax business here, I believe it might even cause a revolution. A person doesn't like to have what's his taken from him . . ." (pp. 335 and 338).

Jesús Sánchez: (attitude toward religion)

> "When one is healthy, one doesn't think of even going to Mass, but when we are dying, we become cowardly toward God and the Church. That's when we confess and call a priest. It is fear of the unknown and repentance for all the bad we did in our life" (p. 484).

The next unit, "Latin America: A Cultural Region of the World," was tailored for upper junior high or lower high school courses such as world history, world geography, or world cultures. This unit provides material for a four- or five-week study period on geography, history, and contemporary affairs and culture, with the second section on history receiving the most emphasis. The unit is distinct from those prepared for the middle grades in that: (1) it changes the focus from Mexico and Peru to Brazil and the nations of southern South America; (2) it relies more heavily on student research skills and stresses inquiry and reflective thinking; (3) it emphasizes more the evolution of civilizations and institutions. The unit objectives are to reinforce key ideas of earlier grades and introduce a few key ideas which receive greater emphasis in later senior high grades.

The following excerpt from this unit is taken from Part III, Contemporary Latin America and a related reading from the Appendix:

Materials

1. Ewing, Latin American Society, pp. 660-63
2. Peterson, Latin America, pp. 82-92
3. Stavrianos, Readings in World History, pp. 485-88, 491-94 and 497-500
4. Stavrianos and Blanksten, Latin America, pp. 55-69
5. Reading #11, "Cultural Effects of the Mexican Revolution"
6. Reading #12, "Selection from The Underdogs"
7. Reading #13, "A Chilean Poem"
8. Reading #14, "A Guatemalan Poem"

Outline	Suggested Activities
C. Latin American cultural contributions reflect a rich heritage from pre-Columbian, colonial and immigrant sources.	
1. Poetry still dominates the Latin American literacy endeavors. The novel is becoming a literary medium through which Latin Americans examine their culture. Following colonial and early national traditions, social scientists continue to excel in history, economics, anthropology, sociology and political science. Political and diplomatic leaders are often "men of letters."	1. From Readings 11 - 14, how do art and literature reflect the feelings of Latin Americans? Give specific examples from each one of the reading selections. Do you think Latin American literature should have a wider world readership? Explain.
2. Latin American music represents the fusion of cultural and racial diversity. African percussions and rhythms, Indian woodwinds and the European guitar combined to create a unique Latin American music. Its popularity has spread to other world regions with the rumba, samba, and bossa nova.	2. Show pictures of modern Latin American buildings on the opaque projector. Have some pupils who draw well make line drawings of modern buildings in Rio de Janeiro, Brasilia and Mexico City. Ask these pupils to show the class their drawings and explain the architectural uniqueness of these buildings.
3. Art and architecture in contemporary Latin America receive their inspiration	3. Consult the music teacher in your school for recordings and tapes which would exemplify contemporary Latin American music. What current United States songs and dances show Latin American influence?
	4. Consult the art teacher for filmstrips, motion pictures and color prints to

Outline (Continued)

from pre-Columbian and modern forms. Mexico's painters and muralists have received world-wide acclaim for their imaginative use of color, design and expression of national aspirations. Mexican and Brazilian architects have designed modern, innovative buildings which are functional and beautiful.

4. Cultural influences from the United States enter Latin America through popular music and recordings, motion pictures, architecture designs and novels. Many Latin Americans fear that some United States cultural influences will break down extended family ties, male dominance in the home, protection of women and girls and respect for elders, cultural traits dear to most Latin American hearts.

Suggested Activities (Continued)

show pupils examples of 20th-century Latin American art. Have one pupil explain and show examples of some of Diego Rivera's paintings and murals. Ask this pupil to point out evidence in the paintings of Rivera of the artist's political views, the influences on him of pre-Columbian art, his sympathies for the poor and the Indians, and his sympathies for the ideals of the Mexican Revolution.

5. Ask the class to name one or two recent popular motion pictures which portray aspects of life in the United States today. If an Argentine teenager saw this motion picture, what would he think of the United States? Would his parents resent it if the Argentine teenager emulated United States behavior as presented in that or those movie (s)? If so, explain why. Why might the United States have a "bad" image in Latin America as a result of the popularity of some of our films? Should films be censored before they leave our country to show only the "good" side of United States life? Explain your arguments.

Reading #13
A Chilean Poem

Gabriela Mistral, "Meciendo," Imbert and Florit, Literatura Hispanoamericana, p. 573.

Lucila Godoz y Alcayaga, Chilean poetess, known as Gabriela Mistral, had the distinction of being the first Latin American to receive the Nobel Prize for Literature. Her talent for writing was manifested early in her life when she began writing poems to teach children to read. It was, however, a great tragedy in her life, the suicide of the man she loved, which inspired her to write her greatest works and caused her to be recognized internationally. Some of her loveliest poems are her cradle songs of which "Meciendo" is an example.

Two units from the Project were designed for use in eleventh grade American History courses. Both could be easily adapted to a different grade and for different ability level classes. One of the units, "Establishment of the American Colonies: A Comparison of Spanish and English America," contains sufficient content and activities for a two to three-week comparative study. The comparative approach is based on the premise that stereotyping and ethnocentrism will be lessened as students examine similarities and differences of the British and Spanish

colonial systems. The students are encouraged to generate hypotheses concerning the far-reaching results of the respective policies. Another objective of the unit is to place colonial developments in broader perspective by including materials which reveal the European backgrounds of American colonies and invite reconsideration of the "Black Legend" of Spanish colonization.

One of the first activities of this unit is a discussion of national character and culture and their components. This activity is followed by an attitude inventory which can be discussed immediately after administering or used in evaluation of the effectiveness of the unit. The focus of the unit on colonial patterns and institutions rather than explorers and conquerors is illustrated in the following excerpt:

Content

II. Colonial Patterns

A. Imperial theory and colonial government

2. Local colonial government

The cabildo, or town council, in Spanish America might have offered opportunities for self-government. In practice, however, it had little power or democratic character. Most Spaniards held administrative positions and had a stake in preserving the status quo; they were administrators rather than policymakers. There was little local initiative as the Indian majority was powerless and generally resigned to its position. (Indian civilizations had also been authoritarian.)

Local government in the New England colonies was characterized by the town meeting in which the limited number of qualified voters could participate, while county organization was most common in the South where people lived on relatively isolated plantations or small farms

rather than compact farm villages or towns (often planned in New England to maintain church congregations and provide defense against Indian attack). The most important county official was the justice of the peace who was usually appointed by the governor and thus tended to represent upper-class interests.

Activities

2. Whether or not political democracy existed in the British colonies can be a significant debate or discussion topic. Chapter II in Fine and Brown, The American Past, provides scholarly background. Students should define political democracy and establish standards by which to judge colonial politics. Voting qualifications, for example, might be carefully investigated and proportion of non-free people determined; variations among colonies should be noted.

3. Another valuable discussion topic might consider the question, "Other than the intense Spanish concern and regulation of her American colonies, what conditions or factors worked against the development of democratic or representative government?" Point out the absence of a tradition of limited government in Spain and thus the absence of belief in and experience with self-government; Indian civilizations were also authoritarian; great differences between Indian and Spanish ways and lack of communication thwarted cooperation as equals; the Spanish crown exerted its authority relatively early, before independent institutions could be firmly established.

The other instructional unit designed for adaptation to senior high American History courses is titled "Contemporary Inter-American Relations." The materials for this unit were selected

to fill in the gaps resulting from limited textbook coverage of the post-1945 period. This unit is designed for about two weeks of study with enough material to allow teacher selection of that most appropriate for his class. The unit is composed of: Part I-- an overview of inter-American relations in this century, emphasizing United States foreign policy in Latin America; Part II- survey of the cooperative programs of OAS and Alliance for Progress; Part III-- a focus on specific conflicts between the United States and Latin America (Cuba, Mexico, Panama, and the Dominican Republic.)

An excerpt from the unit's section on "Cuba, Castro, and the United States" follows:

Suggested Activities

Ask students to formulate two or three generalizations from their responses, regarding Cuba's history prior to the Castro revolution.

If students disagree, ask them to point out specific passages in the reading to support their position--or to refer to other sources of information.

For example: Vested interests, both Cuban and foreign, are likely to oppose reform and thus encourage revolutionary movements. Traditions of personal rule (dictatorship), despite a constitutional framework, and generally conservative government are formidable obstacles to the establishment of a representative government able and willing to undertake liberal reforms. Economic domination (or exploitation) by foreign business interests and a native elite is likely to be a major target of reform or revolutionary movements.

Using the transparency (or ditto handout), "Stages of the Castro Revolution," explain the major events, and ask students to note that both continuity and change characterize revolution.

See "Teacher's notes to accompany transparency" for further explanation.

It may be most effective to prepare student handouts

(on which additional information can be noted by the students) and use an identical transparency for reference and clarity.

The largest product of the Project was a semester length series of units for a senior elective course on Contemporary Latin America. The course is divided into seven units: "Geographic Setting and Historical Background;" "Contemporary Society and Selected Institutions: The Family, Religion, and Education;" "Contemporary Latin American Government and Politics;" "Economic Development;" "Contemporary Inter-American Relations;" "Selected Contemporary Problems of Latin America: Population and Urbanization, Land Reform;" and "Latin American Creative Expressions." The last two units are optional. Also, any one unit of this series could be injected into the content of another course. This last product serves as a capstone for the Project in that it reinforces some ideas previously introduced and focuses on a more comprehensive understanding of Latin America as a whole.

This is a sample of the Senior Elective Course on Contemporary Latin America taken from Unit II, "Contemporary Society and Selected Institutions: The Family, Religion, and Education." One topic from the Main Ideas was chosen for this sample, along with some suggested activities and explanatory notes that go hand-in-hand. An excerpt from one of the readings is also included.

Main Ideas:

II. Relations among the many ethnic groups vary from nation to nation, and, in general, there tends to be less overt racial discrimination and hostility than in the United States.

A. Socio-economic and cultural characteristics are usually most important in determining "race"; for example, an Indian may become mestizo or "white" by adopting the speech, education, dress, and occupation of another group.

1. Indians, however, were and, to a lesser extent, continue to be considered inferior; but in a few nations, as Mexico, the Indian heritage is now respected and a source of pride.

2. A large proportion of the Negro population is still in the lower classes, and mobility is almost non-existent because of the wide distance separating rich and poor in some countries.

3. Traditionally, the mixed bloods--mestizos and mulattos--had no fixed place in society; today their mobility depends upon their own initiative and ability to assume the characteristics of a group considered more elite.

Suggested Activities

"A rich Negro is white and a poor white is a Negro," is a popular saying in Brazil reflecting the tendency to overlook those physical features of a person which do not correspond to that person's social position. Compare race relations in Latin America and the United States. How does the Latin American's concept of "race" differ from the United States' concept?

Compare social mobility in the United States and Latin America. Can an Indian in the United States, for instance, become "white" by adopting the speech, education, and occupation of that group?

Begin the study of various socio-economic groups in Latin American society by reading the selections from Child of the Dark. What aspects of life among the urban poor are revealed? Is the author prejudiced toward people of other races? What evidence does she give that class structure does occur in Brazil? How does prejudice contribute to the restlessness of the urban poor?

Explanatory Notes

Charles Wagley, an American anthropologist, analyzes the differences in attitudes toward race and the effects of these differences in an article, "On the Concept of Social Race in the Americas." North Americans, he contends, make use of ancestry almost exclusively in defining who is Negro and who is white, while most Latin Americans consider socio-cultural traits and physical appearance.

Wagley believes that greater mobility is afforded the Indian and the Negro in Latin America because they can adopt the traits of mestizo or white groups and, in effect, become one of them. However, he argues, using ancestry alone in race definition, two almost caste-like societies are created in the United States with little mobility between them.

Use Reading #1. Carolina Maria de Jesus, an unmarried Negro with three children, lived in a favela of São Paulo collecting paper and ransacking garbage cans to provide for her family. In a notebook found in the trash she recorded her fight for survival. Her writings were discovered by a young reporter, and her diary became the literary sensation of Brazil when published.

Reading #1

How the Urban Poor Live in São Paulo

Selections from Carolina Maria de Jesus, Child of the Dark. New York: E. P. Dutton and Co., 1962.

"When I go into the city I have the impression that I'm in paradise. I think it just wonderful to see all the women and children so well dressed. So different from the favela. The different-colored houses with their vases of flowers. These views enchant the eyes of the visitors to São Paulo who never know that the most famous city in South America is ill with ulcers--the favelas" (pp. 77-78).

"I went to the store and took 44 cruzeiros with me. I bought a kilo of sugar, one of beans, and two eggs. I had two cruzeiros left over. A woman who was shopping spent 43 cruzeiros. And Senhor Eduardo said: 'As far as spending money goes, you two are equal.'

I said: 'She's white. She's allowed to spend more.'

And she said: 'Color is not important'" (pp. 106-107).

". . . Then I went to the Bom Jardim Butcher Shop to buy meat. When I got there the clerk looked at me with an unhappy eye.

'Do you have lard?'

'No.'

'Meat?'

'No.'

A Japanese came in and asked:

'Do you have lard?'

She waited until I had gone out to tell him:

'Yes, we have.'

I returned to the favela furious. Then the money of a favelado (slum dweller) is worthless? . . ." (p. 129).

"At dawn it was raining. Today is a nice day for me, it's the anniversary of the Abolition. The day we celebrate the freeing of the slaves. In the jails the Negroes were the scapegoats. But now the whites are more educated and don't treat us any more with contempt. May God enlighten the whites so that the Negroes may have a happier life" (p. 33).

"I wrote plays and showed them to directors of circuses. They told me:

'It's a shame you're black.'

They were forgetting that I adore my black skin and my kinky hair. The Negro's hair is more educated than the white man's hair. Because with Negro hair, where you put it, it stays. It's obedient. The hair of the white, just give one quick movement, and it's out of place. It won't obey. If reincarnation exists I want to come back black" (pp. 61-62).

"I got up feeling sad this morning because it was raining. The shack is in terrible disorder. And I don't have soap to wash the dishes. I say 'dishes' from force of habit. But they are really tin cans. If I had soap I would wash the clothes. I'm really not negligent. If I walk around dirty it's because I'm trapped in the life of a favelado. . . ." (p. 43).

Trial of the Units

The teaching materials described above were tried out and evaluated by one or more classroom teachers, with three exceptions. Two of the elementary school lessons, "A Visit to the Market in Latin America," and "Contrasting Ways of Life in Latin America," were completed too late for school trials. Also, the senior elective course on Contemporary Latin America was not given a classroom trial. Two schools which had made a tentative commitment to try out this course found they were unable to do so because of problems with registration and credit for the course. Notification came too late to arrange for substitute schools.

Evaluation Procedures

In order to evaluate the materials developed by the Latin American Curriculum Project, the staff prepared evaluation forms for each unit or lesson that was tried in classrooms. Questionnaires completed by students provided them with an opportunity to indicate their preferences and suggestions. The teachers also completed questionnaires asking them to evaluate and make suggestions regarding the units.

Due to limitations of time, there was no opportunity to revise and re-test materials after the initial tryouts as the directors would have preferred. Since the evaluations indicated the need for some revisions, those changes which would have been made will be outlined in the report sections dealing with findings and implications. The results and conclusions drawn from the trials that were conducted will be covered in the next section.

CHAPTER II
ANALYSIS AND FINDINGS

A. Testing and Evaluation Procedures

The directors scheduled classroom tryouts of the units and lessons developed by the Project in order to assess their effectiveness. To obtain maximum feedback about the units from teachers and students, an attempt was made to arrange as many trials as were feasible within the time and financial limitations. The first opportunities to use completed teaching units came in the Fall of the 1968-69 school year. Most of the testing of materials was done in the local Austin schools, but information from other communities was also sought to obtain reactions from a variety of school climates and pupil compositions. Two school systems in the Houston area and two districts in San Antonio were contacted, and classroom tryouts arranged. These four systems plus the Austin system afforded a wide variety of school and pupil situations for testing Project materials, ranging from schools with a large percentage of able, highly motivated pupils (Clear Creek Schools located near the NASA installations) to schools with the majority of the student population belonging to lower-middle or low socio-economic background (San Antonio Edgewood District).

Curriculum supervisors and principals were helpful in selecting teachers to try out Project materials. Criteria utilized in teacher selection included teaching ability and experience, interest in and knowledge of Latin America, and desire to participate in curriculum innovation. It was hoped that teachers who were to try out the units could be brought together for a training and study session, but plans for such a workshop had to be discarded for a variety of reasons including the fact that some of the materials were not completed until after the beginning of the school year.

Considering the nature of the Project and the resources available, the directors, after consultation with specialists in testing and measurement, decided that the most appropriate way to evaluate the Project's classroom materials would be by analyzing feedback obtained through questionnaires. Accordingly, the teachers who participated in the tryouts of the units were asked to respond to specific items on an evaluation form indicating the usefulness of the unit as a whole; the appropriateness of its activities and its supplementary materials; the unit's effect upon student attitudes and understanding of Latin America; and the possible effect of the unit upon the teacher's future planning and teaching. A second questionnaire, prepared for students, was designed to obtain feedback on how interesting they considered the unit, what they felt they learned from it, and how they thought the unit could be improved. (Samples of teacher and student questionnaires are given in the Appendices.)

Not all of the units and lessons could be subjected to classroom tryouts. Some lessons for the elementary grades were not completed in time for testing, and the senior elective course could not be worked into the existing curriculum of the participating schools. Fortunately, the lessons and units that were tested provided a sampling across grade levels and included the following: the lesson "Birthday in Venezuela," designed for the primary level; the unit "Latin America: Its Land, Story, and Peoples," designed for the middle grades; the unit "Latin America: A Cultural Region of the World," designed for grades 8 - 10; the two units, "Establishment of the American Colonies: A Comparison of Spanish and English America" and "Contemporary Inter-American Relations," designed for senior high school American history. (This last unit was also included in the materials for the senior elective course.)

B. Results of Testing and Evaluation

I. Birthday in Venezuela (A Lesson for the Primary Grades)

The "Birthday" lesson was pilot tested by the Southwest Educational Development Laboratory in Austin, Texas. The lesson was used in two first grade classes, one predominantly Negro and the other mainly Mexican-American, and was observed by a staff member of that Laboratory, who filed an evaluation report on a form designed by her organization. The evaluator believed there were too many concepts introduced too quickly for these first grade classes because of the limited backgrounds of the pupils. She felt there should be guidelines for summarization and focusing at the end of the lesson. In terms of content and presentation, most of the slides were judged very helpful; vocabulary, concepts, and interest were rated as being "at the pupils' level;" and the teaching notes and background information were considered very helpful to the teacher. The evaluator felt the lesson should be divided into two parts for this grade, due to its length (about thirty minutes) and the number of concepts introduced. There were no pupil evaluations, but the observer reported the classes "enjoyed the lesson, responded and participated in the discussion."

II. Latin America: Its Land, Story, and Peoples (An Instructional Unit for the Middle Grades)

This unit, which was the most thoroughly tested, was presented in 24 classes where it took the place of the regular seventh grade social studies units on Latin America. Most of the classes were ability-grouped and the majority of students belonged to various segments of the middle class socio-economic level. This was the only unit of the Project which was tested by student teachers as well as by experienced ones. Six regular teachers, with a range in experience from three to twenty-two years, and four student teachers participated.

The teachers who tried out this unit gave similar responses in most instances, so it is possible to make general statements about their reactions, with inclusion of specific comments where occasional divergence of opinion occurred.

In the category of usefulness of the unit there was agreement that the content was well-organized, the objectives clearly and

completely stated, the format was convenient, the presence of blank spaces in which teachers could write additional notes was helpful, and the statements of main ideas allowed flexibility. This last attribute helped teachers stay "on the right track" while allowing changes in organization or sequence of content to meet class needs.

Regarding activities for this unit, teachers especially liked the discussion questions. Nine of the ten teachers thought the suggested activities practical and valuable. The dissenter from the consensus was a teacher using the materials only with a remedial class. The dramatization and creative writing activities had high appeal for pupils. The desire was indicated for more activities emphasizing physical involvement in learning (for unskilled readers primarily).

The materials supplied with the teaching unit were considered useful. The transparency masters were deemed valuable, but teachers had difficulty with overlay alignment and wanted more masters for maps and charts. Teachers wanted other audio-visual materials readily available, or at least a listing of such materials which could be ordered through the local media center. The readings were thought to be a very important part of the unit. Teachers rated each reading on a scale of 1 (very poor) to 7 (excellent) in four categories: (1) reading level difficulty, (2) pupil interest, (3) content (the reading's success in communicating a main idea), (4) discussion (the success of the reading in generating discussion). Only one category, "Reading level difficulty" with a score of 3.93, had an average score below 5. There were suggestions for additional readings to be included in the readings booklet to bring out such cultural concepts as machismo, fatalism, and compadrazgo. Again, there were suggestions for more selections aimed at lower reading ability levels.

Appropriateness for classes and their abilities was considered adequate or better except by one teacher whose class had a low reading ability. Most teachers felt that the unit was adaptable to different pupil abilities and reading levels; this statement includes one from a teacher with ungrouped classes of pupils with wide ranges of ability. The generalization that the materials were appropriate is supported by the interest expressed by the students in their questionnaires.

In terms of the effect of the unit on pupils' attitudes, teachers were emphatic in believing that attitudes had changed. They mentioned such specifics as, "students have a deeper respect for the Latin American as an individual;" pupils perceived "advantages to Latin American strong nuclear and extended family ties;" pupils were "impressed with the amount of hard work performed by most Latin Americans;" pupils "seemed to understand why Latin American nations are generally underdeveloped;" and were somewhat "surprised to learn that Latin America has modern cities with advanced architecture and some heavy industry." Also, inter-cultural comparisons appeared to impress many students with the relativity of cultures. They came to realize that other ways and beliefs may be sensible in another social setting. One teacher reported: "The differences in the culture helped the students to see some of the reasons behind the American value system. Finally, pupils learned that culture is learned, and cultures therefore vary greatly. Pupils came to appreciate that our culture is, after all, a minority one."

Teachers of this material generally believed it superior to the textbook approach used before. One teacher expressed disappointment that the unit was not as interesting as she had hoped, but admitted it was better than anything else she had used. This teacher added the opinion that the materials were difficult to use unless one is an expert on Latin A[illegible]ca. None of the teachers who tried the unit believed that it should be discarded, and most indicated they wanted to use it again. They did have pertinent suggestions for improvement: an additional section covering one or two other countries in addition to Mexico and Peru; reading selections from other countries; more selections for slow readers; more background explanation for both teacher and pupils in preparation for Section II (Life Today); audio-visual inclusions, especially those presenting examples of the fine arts of Latin America; information about pets, foods, and clothing of Latin Americans. There was high approval by teachers of the unit's emphasis on individual Latin Americans.

Pupil evaluations yielded additional evidence regarding the effectiveness of the unit. Two hundred and eighty-five seventh grade pupils answered questionnaires. The results indicated that almost two-thirds of the pupils rated the unit's section on "People and How They Live" as the best liked. Least liked was the "Physical Geography" section, and "History" was between the other two sections. The rating of sub-sections within the "People" section placed "The Family" highest, "Education" second, "Social Classes" third, and then "Religion" and "Government." Typical reasons

given for these choices were that the topic was interesting, that it compared life with that in the United States, that it clarified or made more real the life of the people, and that it focused on individuals who seemed representative.

One of the major goals of the unit was to encourage pupil examination of their attitudes toward Latin America. Judging from both pupil and teacher response, this goal was achieved, but to what degree is difficult to ascertain. Pre- and post-study attitude inventories administered to students indicated little change of attitudes although, as stated above, teachers felt that considerable student attitude change had occurred. Analysis of the twenty open-ended sentences showed better focusing of ideas, greater specificity, and an increased vocabulary. Four of the twenty sentences were completed in ways which indicated considerable change of attitude because of the study. The following is a summary analysis of pupil attitudes taken from a graduate study based on this unit:[1]

> Before the unit most pupils thought Latin Americans were poor, dark-skinned, dirty, ill-housed, illiterate individuals who needed a better education and a different type of government. After the unit, most pupils still held on to the same characteristics listed above except that they did not consider Latin Americans dirty and considered them hard workers. Pupils did change their attitudes about Latin Americans' religion and the role the Roman Catholic Church played in the Spanish treatment of Indians. After the unit pupils said that most Latin Americans were Roman Catholics and were very religious, and that the colonial Spanish treated Indians better than did the settlers in the United States. Most pupils felt that teaching people to read and write should be the chief goals of education in Latin America, even though the unit contains one important discussion question asking pupils to consider the other major responsibilities education might have in Latin America. Of course,

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[1]Stiles Seay, "The Construction and Initial Classroom Tryout of an Instructional Unit on Latin America for the Middle Grades." Unpublished doctoral dissertation. The University of Texas at Austin, August, 1969.

teachers may have failed to discuss this question in the classes. Pupils felt even more strongly after the unit than before that Latin American families are poor because they have too many children and that Latin Americans should not marry young (13 to 19 years of age). One of the reading selections supported these pupil views through a short speech by Jesús Sánchez in Reading #14. Pupils accepted Jesús' simplistic explanation uncritically of why most Mexicans are poor; pupils transferred Jesús' ideas to apply to all of Latin America. Most pupils did gain a great respect for Indian cultures still existing today in Latin American countries and felt that these cultures should not be stamped out in order to achieve a modern-country status as the United States holds today. These general comments are the only types allowable in that the pre-test and post-test results do not show significant shifts in attitudes on specific items, except those noted above, and only a slight shift in attitude toward a more positive overall view of Latin America.

Pupil suggestions for improvement were almost predictable in light of their ratings of readings. The pupils generally wanted less geographic and historic content and more varied readings about life ways. More readings about young people, about urban dwellers in a well-to-do setting, and illustrations to accompany the readings were among the suggestions. Pupils joined their teachers in requesting more audio-visual material to accompany the unit. This last suggestion, although probably valid, could be realized by the teacher, students, and local media center working together to obtain helpful visuals, music, and tapes.

One other evaluative method was applied to this unit. The author of the unit arranged its trials and observed several lessons taught from it. His classroom visits and interviews with teachers enabled him to see considerable classroom interaction. For example, he observed that a discussion of cultural institutions of Latin America led pupils to examine their own social systems. Low reading ability pupils were observed registering pleasurable surprise that they could discuss topics of marriage, family life, occupations, education, and class distinction. It appeared that pupils were thinking about their attitudes, both toward Latin

America and the United States. The unit seemed to be an aid in correcting some of the misconceptions about Latin America.

III. Latin America: A Cultural Region of the World (An instructional Unit for Grades 8, 9, 10)

This unit, designed for world history, world geography, or world culture courses, was tested by three teachers in three different school systems. The five classes involved in the tryout were a ninth grade world geography class composed mainly of remedial pupils; a tenth grade world cultures class, ungrouped, with a typical distribution of reading abilities; and three tenth grade world cultures classes of mainly Mexican-American pupils with relatively low reading levels. A total of 159 pupils participated in the tryout of the unit.

This unit is designed for four or five weeks of study, with the content divided in three parts-- geography, history, and contemporary problems and society. The teachers found the arrangement of the material very convenient. However, they felt that more copies of each of the supporting paperback textbooks should be available. They felt that the objectives were very clear and appropriate. The content was generally considered to be very clear, although there was some disagreement as to the sufficiency of detail in the content outline. Teachers agreed that it was a well-planned and interesting unit, but two of the teachers considered it inappropriate for lower ability students. There was a desire for greater emphasis on contemporary Latin America at the expense of the section on history.

All three teachers rated the activities as adequate and practical, but one teacher with only low ability pupils cited the need for more activities of a less difficult nature. Current problems and the cultural contributions of Latin Americans were considered especially valuable for creating discussion. The transparency masters provided the teachers with visuals which they found very helpful in stimulating discussion or in explaining and comparing. This component was apparently of greatest benefit to the teacher with the lower ability class.

The unit was considered inappropriate for the skills and readiness of the lower ability range, primarily because the readings were felt to be too difficult. On the other hand, some

of the activities and readings were considered suitable for heterogeneous groups because of the variety included. Fourteen readings accompanied this unit, and most of them were used by all of the teachers. The teacher who had only the lower ability class believed the readings were of relatively little benefit. The other two teachers, with 137 pupils between them, believed that the majority of the readings were of more than average benefit in stimulating interest and discussion.

Each teacher using the unit stated that pupils had changed attitudes as a result of the study. Responses, which ranged from vague comments to more specific ones, included: (1) "students were interested in the life of young people;" (2) "Mexican-Americans wanted to explain many of their customs". . .; (3) students "learned more about Latin American people and countries. . .and thinking was affected;" (4) students "gained increased insight. . .into Latin America's basic problems and the reasons for them."

All the participating teachers seemed impressed with the unit. Two stated that they intended to use some of the readings for future classes. One teacher who had spent little time studying Latin America said he intended to increase and deepen his coverage. Two of the teachers felt that similar activities could be used in other units of the course as well. The teacher of the remedial group appeared to be the least interested in implementing ideas gained from her experience with the unit. This is rather interesting in light of her affirmation that her pupils' attitudes toward Latin America had shown specific and significant change.

Pupils registered quite favorable response to some parts of the unit. Overall, approximately two-thirds said the unit was "about as interesting as other social studies topics I have studied this year," while only 20% thought the unit was "more interesting . . ." and around 13% thought it was "less interesting. . .." The interest in the readings varied greatly. The three readings which were found most informative or helpful were: (1) a reading on geographical handicaps of Latin American development, (2) The Tierra del Fuego account, and (3) a passage by a Mexican summarizing some of the difficulties of developing Latin America economically. One hundred and sixteen pupils found one or more readings too difficult to understand. The most agreement regarding

reading materials concerned the three paperback texts used as class references, with Harold F. Peterson's Latin America the most preferred for enjoyment, information, and ease of reading.

Regarding their knowledge about Latin America, 58% of the pupils indicated that before studying the unit they had some knowledge; less than 3% considered themselves "very knowledgeable." After the study, about 63% believed they had "learned a lot." Approximately 59% wanted "to learn more about Latin America as a cultural region." Perhaps more significant were the answers to a question about the effect of this unit on pupil feelings about Latin America. Although difficult to categorize, the responses generally indicated favorable pupil attitudes toward Latin America, and greater empathy for its people.

Pupil comments on improving the unit clustered around including easier and more interesting readings. There were also suggestions for more audio-visual material, more time for the unit (two teachers spent less than three weeks on the unit), more time for projects and class interaction, and more time and material for learning about contemporary Latin America. There were no suggestions at all from forty-one respondents. Replies suggested that the teachers may have gone through the unit too hurriedly.

IV. Establishment of the American Colonies: A Comparison of Spanish and English America (For Senior High School American History)

This unit was developed for the first semester of eleventh grade American history courses. The material was tried by three teachers in a total of six classes. Approximately 170 students studied at least part of the unit, and 146 answered questionnaires.

The three teachers of this unit said that the unit was well-organized with a convenient format not requiring any changes. They believed the objectives of the unit were clear and meaningful. One teacher said the goals were realistic; another teacher with low ability pupils felt some pupils failed to appreciate the objectives. The main ideas of the content outline were rated adequate, but two of the teachers desired more details. One teacher said that the outline would be too sketchy for a teacher lacking preparation in Latin American studies.

Two teachers considered all of the readings in the unit interesting, informative, and comprehensible except one, "Education in the United States and Latin America," which had too difficult a vocabulary and rather sophisticated ideas. Another teacher wanted easier readings for many of his pupils. A few paperback references recommended in the unit were also used, and of these the most helpful was George Pendle's A History of Latin America. The activities and the attitude questionnaire were considered very effective in motivation, in helping to achieve objectives, and in stimulating discussion. The transparency masters were found quite useful and a few more were suggested.

Two teachers found the material appropriate for all levels of ability. One of these teachers stated that some of her top students preferred the security of the lecture methods and stress on memory, although her "less grade conscious students were better able to speculate and draw conclusions." The third teacher said that the unit needed to be designed with more material for both the slow readers and the most able students.

Teachers reported a number of specific effects of the unit. They felt that pupils were aided in understanding the similarities and differences in the colonial period of English and Spanish America. It was believed that the inquiry methods and the class discussions would help pupils better understand later developments in the Americas. One teacher whose pupils were primarily Mexican-American reported better understanding of Latin America's culture. He said his better pupils examined their heritage rather critically and gained pride from this study of their background.

The three teachers who tried this unit affirmed its practicality, convenience, and benefit to the classes. The development of concepts not attained through use of textbooks was considered a major asset. One teacher said that he gained a greater appreciation for Latin Americans and Mexican-Americans because of the unit's readings and activities. Suggestions to improve the unit included placing readings and content outline in separate booklets, supplying more visuals, and adding both easier and more challenging readings.

The unit's effect on the teachers' future teaching strategies appeared to be most significant. They commented that they

intended to use some of the activities with other units, include more content on Latin America, improve their own unit organizations in the future, use more sources, try more open-ended, inquiry-type questions, and use pre- and post-study attitude questionnaires for other units.

Pupil replies indicated that over 95% of them had either little or some knowledge of the topic prior to the study. After the study approximately 63% believed they had learned a great deal. To a question concerning the differences or similarities of Spanish and English America, some answers centered on similarities such as, both groups were seeking territory for their kings, and both groups finally broke away from their European kings. Replying to a question which asked if the unit developed understanding of the differences between contemporary Spanish America and English America, most students were quite vague. "It gives us a better understanding," is an example of this kind of response. More specific answers mentioned "later developments came out of multiple causes in the colonial period," "colonial governments and cultural influences help to explain present governments," and "growth and development of industry, government, and society were at different rates."

The responses received from students in the three classes of one teacher reflected negative attitudes toward the unit. This feeling is at least partially explained by the fact that the classes had already begun their study of the American colonial period before they received their reading materials, causing some duplication of material covered and some confusion in switching to a new approach. As a result, these pupils' reactions tended to be more critical, and their responses differed substantially from those of the other classes.

Approximately one-half of the students found this unit interesting when compared to other social studies topics they had studied. Comments ranged from "traditional approach with a textbook would be better" to "interesting," "good readings," "student reports added interest," "comparison increased interest," to "very interesting, but hard." Reading interest was equally varied, with many favorable comments on the paperback resources, A History of Latin America by Pendle and Latin American Society by Ethel Ewing. Most students found the reading selections accompanying the unit interesting and understandable, but some pupils had difficulty with vocabulary and style. The most favorable reaction was to a first-hand account by two Spaniards of a trip to Lima in the 18th century.

There were many suggestions for improvement; the most often expressed were "allow more time for the unit" and "make it more interesting." Regarding the second suggestion, there were requests for more class discussions, more audio-visual material, more frequent relation to the contemporary Americas and more reading selections emphasizing individuals and customs. There was considerable criticism of the number of essay questions in activities, which pupils felt took too much time. Many of one teacher's pupils suggested integration of Latin American units throughout secondary social studies courses: "Why call the class American history if we only study United States history?"

V. Contemporary Inter-American Relations (For Senior High School American History)

The last unit tested was for the second semester of the eleventh grade American history course. It was used by two teachers with students of above-average ability in five classes with a total of 109 pupils. The unit received a generally favorable response. However, even these "accelerated" students felt the need for greater prior knowledge of Latin America to derive optimum benefits from the unit.

The two teachers rated the unit as very well-organized and easy to use. Objectives were found to be clearly stated and appropriate. One teacher remarked that added content concerning inter-American cooperation would better execute the unit's objectives. Key ideas of the content outline were described as "concise and clearly stated" with sufficient detail.

The suggested activities were rated as practical and more than adequate. One teacher reported increased discussion and class participation; the other said that use of all the suggestions would have necessitated curtailing class discussion or extending the length of time for the unit. There was agreement that the transparency masters were extremely useful, and two others were requested. The readings were rated higher than most of those utilized in the other units. To a question regarding suitability for various student abilities, answers were somewhat unsatisfactory because of the homogeneous nature of the classes. Both teachers reported very good overall student response and interest. The teacher who used the unit with four classes found that the more mature, secure students were most impressed with the material and the inquiry approach, while those students who wanted "pat answers to memorize" were uncomfortable.

The teachers believed that student attitudes toward Latin America changed to some extent. Among the examples cited were more empathy for Latin America, increased realization of the complexities of foreign policy, greater understanding of Latin American dissatisfaction with some of the United States' involvements, greater awareness of Latin America, and increased concern over ways to benefit Latin America while lessening the communist threat. A similar question about pupil understanding of contemporary inter-American relations brought replies indicating awareness of needs for reform, heightened interest in the people and problems of Latin America, and a realization of the complexity of international relations.

Although the teachers were enthusiastic about the benefit of the study to their classes, they did offer a number of suggestions for improvement. They recommended three additional transparency masters: (1) the Dominican Republic, (2) the political divisions of the entire Western Hemisphere and (3) a summary of Tannenbaum's Ten Keys to Latin America. They also suggested that transitional or correlating paragraphs be used to provide greater cohesion for the reading selections. Another recommendation was that the unit be kept up-to-date, especially in regard to the Alliance for Progress.

The teachers indicated that they would in the future place more stress on United States relations with Latin America. They suggested that this unit would be useful in other courses like world history or civics. One of the teachers stated that the unit served as a reminder to attempt to present both sides of issues arising in United States-Latin America relations.

Approximately 75% of the pupils considered the unit "about as interesting" or "more interesting" than other American history topics studied during the year. Most of these high ability students thought the readings were sufficiently easy to understand, but about one third were bored by a reading on "Education in the United States and Latin America," and about 44% were bored by a reading on the background of regional cooperation efforts. Over half of the students said they had litt le or no prior knowledge of inter-American relations. Sixty percent of the respondents wanted to know more about Latin America and inter-American relations after studying the unit.

In describing important ideas learned about inter-American relations, most students stressed the complexity, instability, and sensitivity of diplomatic relations between the United States and Latin America. United States intervention in and intimidation of Latin American countries were looked upon as mistakes which caused fear, apprehension, and resentment among Latin Americans. There was expression of a need to consider cultural and ideological differences between the Americas. Also, students recognized that United States citizens are relatively disinterested in Latin America and consequently lack knowledge about the area. A number of students felt that our attempts to help Latin America should be more efficiently organized, and that we need to realize the importance of bettering our relations with Latin America.

When asked how this unit affected their attitude toward Latin America and Latin Americans, pupils responded with a variety of answers. A significant number stated that "the readings were too impersonal to have any effect on my feeling toward Latin America." A larger number replied that they were more aware of Latin America's political and economic problems, governmental organizations, and Latin Americans' feelings toward the United States. Several felt that the United States had not paid proper attention to an area which is very significant to this country's welfare. Some said that the study had caused them to appreciate the Latin Americans as individuals and realize, too, that each nation should be examined in its own frame of reference. A few students believed that Latin America as a whole has not properly appreciated our sincere desire to help, and that "if we help it is natural for us to become involved."

The largest number of suggestions for unit improvement centered on the need for more visual aids. Another request was for guest speakers to introduce sub-topics or discuss some aspect of the study. A large number of students said that a general study of Latin American people and culture should precede the unit on inter-American relations; there was considerable feeling of background inadequacy. These comments tend to reinforce one of the main assumptions of the Project -- the inadequacy of present instructional materials. Many students found the readings too factual and impersonal. Also, there were comments that there was insufficient cohesion among topics. There was a suggestion for more emphasis on cooperation. Finally, more material about Cuba and our recent relations with Cuba was requested.

C. Findings

Classroom tryouts of materials were limited but sufficient to yield some useful data about their effectiveness. The following findings are based on this data:

1. The general format of units, organized around key ideas with supporting content, activities, explanatory notes, and materials met with a favorable response from the teachers.

2. The use of multiple resources created logistical problems for the teacher but added to pupil interest and understanding.

3. The inclusion of readings was considered valuable by both teachers and pupils although more readings for low ability pupils were needed and on a greater variety of topics. Some readings proved boring, contributed little to understanding, and should be eliminated. Readings with the most appeal were highly personalized. Those based on case studies (e.g., The Children of Sánchez) did promote a tendency to overgeneralize.

4. Emphasis on contemporary Latin America had more appeal to pupils than the past, which tends to receive most attention in our present curriculum.

5. Pupils, including accelerated ones, studying an 11th grade unit on Contemporary Inter-American Relations considered their background on Latin America from previous courses to be insufficient for understanding more recent events. This observation tends to reinforce one of the initial assumptions of the Project (see page 3).

6. Teachers using the materials varied greatly in their knowledge about Latin America and in their adaptability to different approaches. An

orientation session of one or two weeks for all teachers trying out materials would have been beneficial in producing more uniform and consistent use of them.

7. More audio-visual aids should have been provided, particularly for the lower ability pupils, to achieve maximum classroom effectiveness.

8. Background explanations in the units were considered helpful by the teachers but were insufficient on topics concerning contemporary Latin American culture.

9. The Project materials were considered helpful by teachers and pupils in promoting their greater understanding of Latin America as well as their own culture.

10, Teachers reported that the units contributed significantly to developing more positive attitudes toward Latin America and Latin Americans on the part of their pupils.

11. The materials were too difficult for many of the classes. For classes of lower ability considerable adaptations would be necessary.

12. In general, pupils found content dealing with people and their life styles more appealing than the more traditional abstract historical and geographical content.

CHAPTER III
CONCLUSIONS AND RECOMMENDATIONS

Experience with the Project over a three-year period provides the basis for assessing its contributions and weaknesses and for making recommendations about future curriculum development on Latin America.

A. Contributions

These divide into background studies and instructional materials. The background studies, published in the form of bulletins and released through ERIC, have already made a significant contribution in that they provide:

1. An annotated inventory of instructional materials on Latin America for the elementary and secondary schools. (Bulletins No. 1 and No. 2)

2. Position papers written by Latin American specialists on what a high school graduate might be expected to know about Latin America. (Bulletin No. 3)

3. Key ideas about Latin America drawn from the position papers and other scholarly sources to be used as guidelines for curriculum development. (Bulletin No. 4). The key ideas about Latin America are useful guidelines for curriculum development since they can fit any pattern of course offerings and can be developed progressively and cumulatively from grades 1 - 12. This is probably the most significant single contribution since it is useful to teachers at all grade levels and is not subject to early obsolescence.

4. An analysis of treatment of Latin America in social studies textbooks (Bulletin No. 5), which supported the initial assumption that improvement was needed in teaching about Latin America in the curriculum.

Instructional materials developed by the Project in the form of lessons, units, and a senior elective course on Contemporary Latin America represent the second category of worthy contributions. These can be inserted into the existing social studies curriculum with minimal disruption. Classroom tryouts indicated a generally favorable response to units that focus on key ideas, use multiple resources and many disciplines, and challenge higher cognitive abilities. These tryouts also indicated areas where revisions could make these materials more effective. Incorporation of these materials into the existing curriculum would, in our opinion, distinctly enhance instruction about Latin America. They may also suggest approaches for the development of additional materials for grades and subjects not covered by the Project.

Project instructional materials have not been disseminated. Several publishers have been contacted regarding their interest in publishing them, but no arrangements have been made at this time. Copies of all materials produced will be turned over to the United States Office of Education in accordance with the terms of the contract.

B. Weaknesses

1. Scope of Project too large. Too much was planned with too little for too short a time. If we were to do the Project over, we would limit our focus to the secondary level, not because the elementary is unimportant, but because resources did not stretch far enough. We underestimated the time required for the production of units, a tedious, laborious task.

2. Staff Problems. Most of the staff lacked training for curriculum work, particularly preparation of teaching materials, which required talent that seems to have little correlation with successful classroom teaching. Many of the staff were graduate students whose employment was temporary. Even the directors were part time, with their main responsibilities scheduled elsewhere.

3. Insufficient orientation for teachers of tryout classes. Teachers trying out materials required

more orientation before, and more assistance during the tryout of materials than they received. They varied widely in their knowledge about Latin America, and some felt insecure with the content and the suggested teaching strategies. If we were to do it over, we would have scheduled a workshop prior to the trial of materials. (Such a workshop was not scheduled prior to the beginning of the 1968-69 school year, because the classroom materials had not been completed.) We would also try to have the materials in the teachers' hands long enough in advance to allow for careful preparation.

4. Inadequate tryouts of materials. Tryout of most materials was rather limited. Teachers were asked to fit the unit into the on-going curriculum. In some cases, too little time was allowed in tryouts. In other instances, materials were tried in classes of low ability without the necessary adaptations to their levels. If we were to do it again, we would try to exercise more controls and supervision of tryout situations. This, of necessity, would require a larger budget and staff than were available for tryouts in this Project.

5. Inadequate evaluation data. For evaluation of materials, the Project relied mainly on questionnaires filled in by both teachers and pupils. These were supplemented by conferences with the teachers. A more thorough evaluation might have included pre- and post-tests of attitudes and knowledge as well as classroom observations. Some of the materials were tried in relatively few classes, and in some cases the classes were atypical. A greater number of classes of different types and in different locations may have yielded more valid results. A more thorough evaluation would, of course, have required more time, budget, and staff.

6. Inability to try out certain materials. A serious deficiency was our inability to try out the senior elective course on contemporary Latin America

for reasons explained previously. Trying out a course is more complicated than units or lessons because it involves administrative arrangements for registration and credit. Certain elementary lessons were not tried out because they were not completed in time.

7. Lack of a Pre-conceived Detailed Master Plan at the Outset of the Project. At the beginning of the Project we had a general plan but no blueprint of specifics. This had to evolve with the Project. Much time was lost in refining objectives and in changing directions when one plan proved unworkable and had to be replaced by another.

8. Lack of Technical Skills and Facilities. Preparation and processing of instructional materials required skills and facilities not conveniently accessible on the university campus. Preparation of transparency masters, art work, and color slides; duplicating and binding of bulletins and units required the use of facilities both on and off the campus, resulting in delays and problems of coordination.

C. Recommendations for Future Curriculum Development

The following recommendations are made for future curriculum development on Latin America:

1. More and better content on Latin America needs to be developed at all grade levels.

2. More effort should be made to include a Latin American dimension in the social studies content of the elementary grades. For example, the topics of home, school, and community might well include comparisons with similar institutions in Latin America. To do this, more authentic, simplified materials on these institutions in Latin America need to be developed, possibly as translations from Latin American sources.

3. New content to be developed should be more people centered, focus more on contemporary living, and include Latin America's literary and artistic contributions.

4. Future curriculum projects on Latin America should retain a broad multi-discipline approach in which all of the disciplines of the social sciences as well as other disciplines can make a contribution.

5. Possibilities of collaboration between the social studies and other subject areas such as advanced Spanish and Portuguese, should be explored to minimize duplication and to maximize instructional effectiveness on Latin America.

6. Ways and means of implementing key ideas about Latin America in programs for disadvantaged Spanish-speaking pupils should also be explored.

7. In-service and pre-service teacher education on Latin America is an essential counterpart of any program aimed at improving instruction since new materials alone will not do the job.

8. To encourage innovation and to facilitate introduction of new courses like the one on Contemporary Latin America developed by this Project, state departments of education may need to make their secondary curriculum requirements more flexible.

9. State textbook adoption policies should be revised to permit introduction of units and courses requiring multiple materials.

Our final recommendation is that a curriculum project such as this one might best be undertaken as a joint venture of a university and a publisher working together. Although a university can furnish academic talent and library resources, it is less well equipped than publishers to provide the technical skills and facilities necessary for the preparation of finished instructional materials and for their dissemination.

Dissemination of Materials

As mentioned previously, five bulletins prepared by the Project have been released and are available through ERIC. Publishers are being contacted regarding their interest in publishing the instructional materials developed. No arrangements have been made at this time. Copies of all materials developed have been forwarded to the U. S. Office of Education in accordance with the terms of the contract.

APPENDIX A

SAMPLE OF TEACHER QUESTIONNAIRES USED IN PROJECT EVALUATION (Space allotted on the evaluation forms for discussion has been condensed.)

TEACHER EVALUATION FORM FOR EXPERIMENTAL UNIT "LATIN AMERICA: ITS LAND, STORY, AND PEOPLES"

Teacher _____

Grade level _____ No. of Pupils _____ Ability level and Range _____

School _____ City _____

Semester _____ Year _____

A. How useful was this unit as a teaching tool?

1. Format. How convenient to use is the unit the way it is organized? What changes, if any, should be made in the format to allow for more efficient use?

2. Purposes. How clear and complete are the objectives of the unit?

3. Content Outline. How clearly stated are the main ideas? Do you like the organization of the material? How sufficient is the amount of detail provided?

4. Activities. How adequate and practical are the activities in developing the main ideas in the content outline and in achieving the overall objectives of the unit? To what extent were the pupils motivated by these activities?

5. Transparency Masters. How useful were the transparency masters provided? What other transparencies, if any, should be included in the unit?

6. Pupil Ability Levels. To what extent was this unit adaptable to pupils of varying ability levels in your class or classes?

B. What changes in pupils' attitudes toward Latin America and Latin Americans have you observed during this unit? Cite some specific examples.

C. To what extent did this study of Latin America contribute to a better pupil understanding of their own culture?

D. As a classroom teacher, what is your overall assessment of this unit? What suggestions do you have, in addition to those you may already have stated, for improving this unit?

The Individual Reading

(Each of the twenty reading selections in this unit was evaluated in the same manner.)

A. Reading Level: Indicate how difficult the readings are for for the pupils. (Circle one)

-3	-2	-1	0	+1	+2	+3
extremely difficult			ave. reading appeal			extremely easy

B. Pupil interest: Indicate the interest level of the readings.

-3	-2	-1	0	+1	+2	+3
quite boring			ave. appeal			extremely appealing

C. Content: Indicate the degree to which the readings clearly "say something" or communicate specific ideas.

-3	-2	-1	0	+1	+2	+3

D. Discussion: Indicate the degree to which the readings encouraged classroom discussion.

-3	-2	-1	0	+1	+2	+3
inhibited class disc.			ave. disc.			greatly encour. class disc.

APPENDIX B

SAMPLE OF PUPIL QUESTIONNAIRES USED IN PROJECT EVALUATION (Space allotted on the evaluation forms for discussion has been condensed.)

PUPIL EVALUATION FORM FOR EXPERIMENTAL UNIT "LATIN AMERICA: ITS LAND, STORY AND PEOPLES"

Name _____

Teacher _____

Class _____ School _____

To The Pupil:

We are most interested in obtaining your feelings about the unit you have just completed. Your comments will help us to find out how effective the unit was and how it might be improved.

Latin American Curriculum Project
The University of Texas, Austin

1. Which two or three readings did you like the best? (Refer to them by numbers; example: Reading #31.) Explain why you liked them.

2. From the list below, put an "X" beside the readings which best helped you learn the subject you were studying at the time you read the selection. Choose only three.

_____ a. Readings 1 - 5

_____ b. Peru's River of Gold

_____ c. Highways in the Andes

_____ d. The Ford Rubber Experiment

_____ e. Peruvian Contrasts

_____ f. From Life and Labor in Ancient Mexico

_____ g. Negro Slaves in the New World

_____ h. Selections from The Children of Sańchez

_____ i. Selections from Pedro Martíńez, A Mexican Peasant and His Family

_____ j. Hualcan: A Community in the Highlands of Peru

_____ k. Middle-Class Mexican Life

_____ l. Life in a Middle-Class Family

_____ m. Life in an Upper-Class Family

3. Put an "X" in the blank beside the part of the unit which you liked best.

_____ a. Latin American physical geography

_____ b. Latin American history

_____ c. Latin American people and how they live

4. Which topic listed below helped you the most to understand Latin America? Put an "X" in the blank beside the one you chose. In the space to the right of the following list, explain briefly why you chose that particular topic.

_____ a. The Individual

_____ b. The Family

_____ c. Racial Composition

_____ d. Social Classes or Sectors

_____ e. Religion

_____ f. Education

_____ g. Recreation

_____ h. Government

_____ i. Economics

Comments (only for the one you marked)

5. During this unit, what two outstanding things did you learn which helped you understand Latin America?

6. How have your attitudes toward Latin America and Latin Americans changed since the beginning of this unit? Give one or two examples.

7. What suggestions would you have for improving the unit?

APPENDIX C

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